

Pinellas County Schools

SHORE ACRES ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 3

 A. School Mission and Vision 3

 B. School Leadership Team 3

 C. Stakeholder Involvement and Monitoring 6

 D. Demographic Data 7

 E. Early Warning Systems 8

II. Needs Assessment/Data Review 11

 A. ESSA School, District, State Comparison 12

 B. ESSA School-Level Data Review 13

 C. ESSA Subgroup Data Review 14

 D. Accountability Components by Subgroup 17

 E. Grade Level Data Review 20

III. Planning for Improvement 21

IV. Positive Culture and Environment 33

V. Title I Requirements (optional) 35

VI. ATSI, TSI and CSI Resource Review 37

VII. Budget to Support Areas of Focus 38

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To provide a rigorous educational program to prepare students to be life-long learners and productive citizens.

Provide the school's vision statement

Succeed Achieve Educate

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kris Sulte

Position Title

Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #2

Employee's Name

Kristin Waechter

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #3

Employee's Name

Robyn Decresie

Position Title

Teacher

Job Duties and Responsibilities

SIP development

Leadership Team Member #4

Employee's Name

Mariel Kiefel

Position Title

Teacher

Job Duties and Responsibilities

SIP Development

Leadership Team Member #5

Employee's Name

Lisa Eddings

Position Title

Teacher

Job Duties and Responsibilities

SIP Development

Leadership Team Member #6

Employee's Name

Shannon Luckey

Position Title

Teacher

Job Duties and Responsibilities

SIP development

Leadership Team Member #7

Employee's Name

Chelsea Massey

Position Title

Teacher

Job Duties and Responsibilities

SIP Development

Leadership Team Member #8

Employee's Name

Barbara Lewis

Position Title

Teacher

Job Duties and Responsibilities

SIP Development

Leadership Team Member #9

Employee's Name

Cheri Radomksi

Position Title

ESE teacher

Job Duties and Responsibilities

SIP Development

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Prior to the end of the previous school year teachers review data, brainstorm barriers and strategies to implement toward 100% student achievement. All staff looked at their individual Math and ELA data by sub groups to determine action steps. Draft SIP is shared with SAC for additions, clarifications and approval.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

SIP is monitored after each Progress Monitoring Cycle with individual grade level teams. If necessary additional actions steps may be added to SIP. SIP is also reviewed with SAC after each progress monitoring cycle.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	33.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	65.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	25	18	21	16	21				102
One or more suspensions					1					1
Course failure in English Language Arts (ELA)				1	3					4
Course failure in Math				2	3					5
Level 1 on statewide ELA assessment				3	5	15				23
Level 1 on statewide Math assessment				1	9	14				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	3						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	1	9					10

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				2	6	12				20

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	4	3	1						10
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	29	39	27	24	24	33				176
One or more suspensions				1	1	1				3
Course failure in ELA				14	8	10				32
Course failure in Math				10	8	6				24
Level 1 on statewide ELA assessment				19	15	23				57
Level 1 on statewide Math assessment				21	9	18				48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				13						41

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		18	17	20	19	26				100

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	3	2							7
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	73			59	54	53	62	55	56
ELA Grade 3 Achievement **	78			61	54	53			
ELA Learning Gains	64						64		
ELA Learning Gains Lowest 25%	62						48		
Math Achievement *	77			75	61	59	72	51	50
Math Learning Gains	82						78		
Math Learning Gains Lowest 25%	64						65		
Science Achievement *	77			66	62	54	58	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	85			49	64	59	75		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	662
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	68%	65%	46%		61%	52%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	85%	No		
Asian Students	80%	No		
Black/African American Students	34%	Yes	1	
Hispanic Students	75%	No		
White Students	77%	No		
Economically Disadvantaged Students	65%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With	38%	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Disabilities				
English Language Learners	49%	No		
Black/African American Students	47%	No		
Hispanic Students	65%	No		
Multiracial Students	69%	No		
White Students	68%	No		
Economically Disadvantaged Students	61%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	62%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	65%	No		
Native American Students				
Asian Students				
Black/African American Students	49%	No		
Hispanic Students	63%	No		
Multiracial Students				
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	73%	78%	64%	62%	77%	82%	64%	77%					85%
Students With Disabilities	37%	56%	38%	33%	38%	77%	64%						
English Language Learners													85%
Asian Students	80%				80%								
Black/African American Students	35%		30%		38%								
Hispanic Students	69%	67%	61%		79%	93%							83%
White Students	78%	81%	70%	67%	81%	84%	71%	84%					
Economically Disadvantaged Students	56%	63%	54%	63%	68%	80%	67%	72%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	59%	61%			75%			66%					49%
Students With Disabilities	39%	39%			51%			23%					
English Language Learners	23%				46%								77%
Black/African American Students	40%				45%			57%					
Hispanic Students	58%	67%			74%			53%					73%
Multiracial Students	64%				73%								
White Students	61%	62%			79%			68%					
Economically Disadvantaged Students	50%	58%			63%			54%					82%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	62%		64%	48%	72%	78%	65%	58%		
Students With Disabilities	47%		72%	67%	53%	75%	62%	56%		
English Language Learners	40%		67%		55%	87%				
Native American Students										
Asian Students										
Black/African American Students	46%		57%	40%	49%	64%		38%		
Hispanic Students	51%		65%	50%	71%	75%	62%	57%		75%
Multiracial Students										
Pacific Islander Students										
White Students	66%		65%	55%	76%	81%	65%	67%		
Economically Disadvantaged Students	52%		65%	48%	57%	71%	66%	51%		

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our ELA and Science showed improvement this year. A focused effort on collaboration and planning were actions that contributed to our success. A focused effort in primary grades with data driven small groups will lead to increased proficiency in the upper grades. In grades 3-5 ESE support and interventionists pushed in to support core instruction.

In grades K-2 we will look at our data and determine a scope and sequence that will benefit our students in phonics instruction.

In grades 3-5 designing a better communication tool between teacher and interventionist to align efforts will be implemented.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

For the 23-24 school year our Lowest 25% in Math made less gains than all students. There is a need to strengthen basic facts skills in the upper grades. Students taught in small groups had better achievement then those that were taught as a whole.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

None of our data declined from the previous year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All our data is higher than the state average.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is always one of highest priorities. Students can only engage when in school. It will

remain an area of focus.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

All sub groups decrease their gap.

Lowest 25 in Math have the same gain as all.

Increasing student attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our ELA Proficiency increased from prior year from 59% to 73%. This was accomplished by ensuring small groups were used to deepen students understanding of the benchmark and through collaboration of the content and data analysis by teachers. Continuing to deepen the understanding of the BEST Standards and Benchmarks and engage our students in more complex thinking will help to improve student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 23-24 school year ELA scores for SAE were: 73% proficient, 64% learning gains, 61% learning gains for L25 and 79% proficient for 3rd grade.

For the 24-25 school year: Shore Acres students will be 75% proficient, 75% learning gains, 75% learning gains for L25 and 75% proficient for 3rd grade on FAST.

In grades K-2 100% of students will increase their running record by four levels or meet/exceed the district expectations.

In grades K-2 85% of students will be score in the secure area on STAR Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring towards outcome will occur after each Progress Monitoring cycle with all grade levels. Administration will also share progress towards desired outcome to SAC.

Students identified as L25 will have district module assessments monitored and analyzed so that remediation can occur.

Person responsible for monitoring outcome

K.Sulte- Principal and Cathy Dupre- Instructional Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Deepen the understanding of the BEST Standards and Benchmarks and engage our students in more complex thinking will help to improve student achievement.

Rationale:

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Use district PCS Modules curriculum to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning

Person Monitoring:

Sulte and Dupre

By When/Frequency:

After each Progress Monitoring Cycle

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams will meet as groups and individuals after each PM cycle to determine areas of need. Action plans will be developed and monitored using district module assessments. Students will be identified as needing remediation will receive this through push in support during core instruction or intervention block.

Action Step #2

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. T

Person Monitoring:**By When/Frequency:**

Sulte and Dupre

After Module Assessments through PLC discussions.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams will meet as groups and individuals after each PM cycle to determine areas of need. Action plans will be developed and monitored using district module assessments. Students will be identified as needing remediation will receive this through push in support during core instruction or intervention block.

Action Step #3

Ensure teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies

Person Monitoring:

Sulte and Dupre

By When/Frequency:

Monthly at PLC and Collaborative planning

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet monthly at PLC and Collaborative Planning to analyze running record and ELFAC data to determine whole and small group instruction needs to support foundational skills of our students. Interventionists will be provided timely information about students to remediate the deficits.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 23-24 school year we had 78% of our students reaching proficiency. This was an increase from the previous year. Utilizing district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students with a focus on our L25 students is an area of focus. By shifting from Routine tasks to Reasoning tasks, students are engaged in high-cognitive-demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

80% of students in grades 3-5 will be proficient on PM 3 of MATH FAST.

80% of students in grades 4-5 will show growth based on PM 3 of MATH FAST.

80% of the lowest performing students in grades 4-5 will show growth based on PM 3 of MATH

FAST.

80% of students in grades K-2 will be proficient on PM 3 of MATH FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring towards outcome will occur after each Progress Monitoring cycle with all grade levels. Administration will also share progress towards desired outcome to SAC. We will also monitor after each Math unit assessment to plan for remediation and acceleration.

Person responsible for monitoring outcome

Kristin Waechter

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Utilize district curricular materials to create a common foundation of standards- aligned rigorous expectations for all students.

Rationale:

By shifting from Routine tasks to Reasoning tasks, students are engaged in high-cognitive-demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark.

Person Monitoring:

Kristin Waechter

By When/Frequency:

After each PM cycle and District Math Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet after each district math assessment to analyze data and action plan for remediation through spiral review and small groups. Teachers will also monitor after each PM cycle to plan for instruction and remediation.

Action Step #2

Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, Collaborative structures, High-quality feedback and opportunities to use that feedback). Continue the use of REFLEX math for basic facts

Person Monitoring:

Kristin Waechter

By When/Frequency:

After each PM Cycle and District Math Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet after each district math assessment to analyze data and action plan for remediation through spiral review and small groups. Teachers will also monitor after each PM cycle to plan for instruction and remediation.

Action Step #3

Teachers and administrators engage in Common Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Teachers will also engage in a Book study: Thinking Classroom, Productive Struggle in support of the Benchmarks and student thinking,

Person Monitoring:

Kristin Waechter

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use Thursday as a Collaborative Planning time for math planning. Data from District assessments will be analyzed after each unit to monitor the impact.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. It is imperative that there is intention planning and the use of time; determining how students are going to perform and what they will need to perform well.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

80% of students in grade 5 will score a level 3 on Florida's State Academic Standards for Science or FSASS.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

District Science Assessments will be analyzed for desired outcomes.

Person responsible for monitoring outcome

Kris Sulte

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Deepen the understanding of the Florida's State Academic Standards for Science (FSASS – previously named NGSSS) as a non-negotiable for improving student outcomes.

Rationale:

When planning teachers will focus on the following: Planning and Predicting: It is imperative that there is intention planning and the use of time; determining how students are going to perform and what they will need to perform well. They will also plan for classroom discussion as a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

During collaborative planning that occurs within school hours or after-school planning sessions, make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks.

Person Monitoring:

Kris Sulte

By When/Frequency:

After each District Assessment.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After each District Science Assessment teams will discuss and analyze student data to determine actions steps effectiveness.

Action Step #2

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Person Monitoring:

Kris Sulte

By When/Frequency:

After each District Assessment.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After each District Science Assessment teams will discuss and analyze student data to determine actions steps effectiveness.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 23-24 FAST Assessment less than 41% of our Black students met proficiency in ELA. Only 30% of those in 4th and 5th grade made a learning gain. We need to ensure that instructional supports are in place for our Black students during core instruction and independence as well as extensions and more advanced texts for student above the benchmark. These supports include access to grade level text as well as small group instruction based on data.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

70% of Black students will be proficient on ELA PM 3 FAST.

70% of our 4th and 5th graders will make a learning gain based on ELA PM 3 FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data from District Assessments including running records, core phonics survey and end of module assessments will be analyzed and acted upon through remediation in small groups.

Person responsible for monitoring outcome

Cathy Dupre

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles.

Rationale:

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implement a plan for identifying students not meeting benchmark, including targeted instruction, and

frequently monitoring progress to ameliorate gaps early.

Person Monitoring:

Cathy Dupre

By When/Frequency:

Monthly- May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identified students in all grades will have their data monitored monthly by SBLT and with identified teachers. Action Plans will be implemented for skill attainment.

Action Step #2

Identified students will be paired with a school mentor with a focus on ELA and improving reading for our Black students.

Person Monitoring:

Cathy Dupre

By When/Frequency:

Monthly- May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identified students in all grades will have their data monitored monthly by SBLT and with identified teachers. Action Plans will be implemented for skill attainment.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ESE students require remediation and skill development in order to meet the BEST standards through collaborative planning and appropriate scaffolding of grade level material alongside the gen teacher; to provide timely support for increases in proficient performance

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

70% of our ESE will meet proficiency on ELA PM FAST.

70% of our 4th and 5th grade ESE students will make a learning gain on ELA PM 3FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data from District Assessments including running records, core phonics survey and end of module assessments will be analyzed and acted upon through remediation in small groups.

Person responsible for monitoring outcome

Cheri Radomski and Julia Quinn

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Create master schedule that allows for collaboration between gen ed and ESE teachers to ensure students receive all services and accommodations throughout their school day.

Rationale:

ESE students require remediation and skill development in order to meet the BEST standards through collaborative planning and appropriate scaffolding of grade level material alongside the gen teacher; to provide timely support for increases in proficient performance

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Provide Opportunities for ESE and gen ed teachers to co plan for differentiated instruction and support delivery of services.

Person Monitoring:

Kris Sulte

By When/Frequency:

Monthly- May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Team CP Planning sheets will be monitored for teacher attendance on a monthly basis. District Assessments will be monitored towards goal and action plans implemented when needed.

Action Step #2

Ensure small group instruction and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practices

Person Monitoring:

Melanie every

By When/Frequency:

Monthly -after each Module Assessment - May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identified students in all grades will have their data monitored monthly by SBLT and with identified teachers. Action Plans will be implemented for skill attainment.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on a review of our EWS data, student attendance is an area that needs to be addressed. For the 23-24 school year 18.7% or 176 students missed 10% or more of school which impacts student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will decrease student who miss 10% or more of school by 5% to 13% during the 24-25 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Child Study Team(CST) will meet twice a month to review data and plan for improvement.

Person responsible for monitoring outcome

Tara Saraceno

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

A yearlong campaign to educate families and notify them of absences will be implemented.

Rationale:

The lack of school attendance is a family issue so a focus on educating families needs to occur in order for an improvement in attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Distribute first day attendance packets to all families to include: Tier 1 process for improving student attendance

Person Monitoring:

Tara Saraceno

By When/Frequency:

August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students missing 10% or more of school will be monitored monthly.

Action Step #2

Tier 2: Bi Weekly CST meetings to include- phone calls, letters, emails and in person follow up of families missing 10% or more of school.

Person Monitoring:

Tara Saraceno

By When/Frequency:

Monthly May 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Individual student action plans will be reviewed to determine effectiveness.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Student data is used to identify deficits. Interventions are matched to identified standards to remediate towards proficiency.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Use of FAST and ELFAC data in August and September for students in grades K-5.

Students in grades K-2 are identified based on skill deficits. Students are remediated in the classroom and with interventionist. Skill is assessed and we move to the next skill.

Student in grades 3-5 are pulled in small groups using a push in model. Skills are identified using FAST and assessed using district assessments.

Student data is reviewed at PLC and SBLT to monitor progress toward proficiency.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00